



Exceptional Student Education  
**Multidisciplinary Evaluation Team Report  
to Consider Developmental Delay Eligibility**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

The basis for making the determination includes procedures and criteria established by Rule 6A- 6.03027, FAC, and are incorporated in the Alachua County Public School's *Special Programs and Procedures for Exceptional Students*. This includes the provision of general education interventions (for students in grades K-2) in accordance with Rule 6A-6.0331, FAC. Student may be considered for eligibility for the Developmental Delay program through the age of nine (9) years of age or the end of grade 2, whichever comes first.

Yes ☐ No ☐ The following determination is based on a multidisciplinary team evaluation that utilizes multiple measures of assessment (including standardized instruments, formal and informal assessments, criterion referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent/guardian).

Yes ☐ No ☐ There is a developmental delay based on one of the following:

- ☐ There is a delay of 2.0 Standard Deviations below the mean or a 25% delay on scores yielding months in at least one area of development *or* a delay of 1.5 Standard Deviations below the mean or a 20% delay on scores yielding months in at least two or more of the following areas of development:
  - ☐ Adaptive or self-help development
  - ☐ Cognitive development
  - ☐ Communication development
  - ☐ Social or emotional development
  - ☐ Physical development including fine, or gross, or perceptual
- ☐ For children six (6) or younger and based on information and data, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed.
- ☐ The child does not exhibit a delay as defined by the above criteria; however, a delay(s) was established through observation of atypical functioning in one or more of the developmental areas. The team considered a written report that documents the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.

Comments: \_\_\_\_\_  
\_\_\_\_\_

Yes ☐ No ☐ The team has considered other areas of eligibility (e.g., Intellectual Disability, Other Health Impairment, Specific Learning Disability, etc.) and determined that Developmental Delay is the most appropriate.

Educationally relevant medical findings, if any, include:

The team finds this student's developmental delay is ☐, is not ☐, due to effects of the environment, cultural differences, or economic disadvantage.

Student does ☐, does not ☐, meet eligibility and placement criteria for Developmental Delay.

We certify that this team report reflects our conclusions. Any group member not in agreement must submit a separate statement presenting the member's conclusion.

|   |   |                                       |
|---|---|---------------------------------------|
| _____<br><i>Parent/Guardian</i>             | _____<br><i>Parent/Guardian</i>           | _____<br><i>ESE Director/Designee</i> |
| _____<br><i>School Psychologist</i>         | _____<br><i>General Education Teacher</i> | _____<br><i>ESE Teacher</i>           |
| _____<br><i>Speech-Language Pathologist</i> | _____<br><i>Other: Name/Position</i>      | _____<br><i>Other: Name/Position</i>  |